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ABSTRACT

An overview of individualized education program (IEP) requirements and procedures and a process model for formulating and implementing IEPs are presented in this handbook which was designed for use by vocational education teachers, administrators, and counselors. The first section briefly discusses IEPs as a central focus of Public Law 94-142, the key concepts of an IEP, cooperative planning in the development and implementation of an IEP, and the levels of IEP development. The second major section outlines the activities that vocational educators engage in at various points in the preparation and implementation of an IEP. Steps in the process model discussed include the following: referral of students, informal data collection, evaluation, sharing assessment information, placement decisions, developing and writing the IEP, implementing and monitoring the IEP, and IEP evaluation. The appendices contain a sample IEP and definitions for thirteen terms related to IEPs. (JH)

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# INDIVIDUALIZED EDUCATION PROGRAMS (IEPs):

# A HANDBOOK FOR VOCATIONAL EDUCATORS

Developed by

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1979



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# FOREWORD

The Education for All Handicapped Children Act of 1975, PL 94-142, is landmark legislation assuring that all handicapped individuals ages 3-21 will receive a free and appropriate public education designed to meet their individual educational needs. A central focus of this legislation is the individualized education program (IEP) mandated for each handicapped learner. The IEP is the basic document used to design, implement, and evaluate the educational services a child receives.

For the most part, vocational educators play a supporting and consulting role in the preparation of the IEP. Nevertheless, many vocational educators may find aspects of their involvement in the IEP development process both confusing and demanding. This publication is designed to assist vocational educators by providing a brief overview of IEP requirements and procedures and by describing the role vocational educators can play in formulating and implementing IEPs. It is tailored to the needs of vocational teachers, administrators, and counselors.

This handbook has been developed by Dr. L. Allen Phelps and Ms. Laurie J. Batchelor, University of Illinois. Special consultants on the content and design were Mr. James Frasier, director of vocational education, Dayton, Ohio city schools, and Mrs. Louise Fought, assistant superintendent, Penta County Joint Vocational School District, Perrysburg, Ohio. The material included herein is based in part upon a paper prepared for the National Center by Dr. Lorella A. McKinney and Mrs. Donna M. Seay, entitled Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education (1979). Individualized Education Programs (IEPs): A Handbook for Vocational Educators is a publication in the National Center's knowledge transformation program for 1979-80.

The profession is indebted to Dr. Phelps and Ms. Batchelor for their scholarship in preparing this handbook. Recognition is also due Mr. Frasier and Mrs. Fought for their assistance at the planning and review stages. In addition, the following deserve recognition for their critical review of the manuscript: Dr. Hyrum Henderson, Utah State University; Dr. James Cohen, director of career education, Human Resources Center, Long Island, New York; Dr. Marion Johnson, National Center for Research in Vocational Education; Dr. Len Albright, Rutgers, The State University of New Jersey; Dr. Nancy Hartley, University of Northern Colorado; Ms. Catherine Batsche, Illnois State University; Ms. Marleen Pugach; and Mr. Ken Andrew, University of Illinois.

Robert E. Taylor
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National Center for Research
in Vocational Education

# PREFACE

The legislative provision for the individualized education program (IEP) has been described as the most challenging educational mandate in recent history. It requires the development of individual programs for all handicapped students between the ages of 3 and 21. While the primary intent of the IEP is to promote educational planning for handicapped learners, many argue that it has major implications for the design and delivery of instruction for all students.

This brief handbook has two purposes:

- to provide a brief overview of IEP requirements and procedures.
- to describe the role that vocational educators can play in formulating and implementing IEPs. It is designed as a resource for vocational education teachers, administrators, and counselors.

It is important to recognize that the IEP requirement is one of several procedural requirements established by PL 94-142. Development of the IEP is interwoven with procedures for due process and evaluation, establishing the least restrictive environment, and assuring confidentiality of information. In addition, most states have developed procedures that supplement the federal requirements. Assuring compliance with these mandates is usually the responsibility of general or special education administrators. In most instances, vocational educators will play a supporting and consulting role in the preparation and implementation of the IEP. Thus, the process model and procedures outlined here do not reflect the highly specific due process, evaluation, and least restrictive environment provisions which are usually the responsibility of other educators. In addition, it would be difficult to present a comprehensive procedure appropriate for all states. Several state departments of education and local school districts have prepared IEP manuals, and readers are urged to obtain and review the manual or guidelines issued by their state education agency.

# INTRODUCTION

Individualized education programs (IEPs) are a central focus of PL 94-142, the Education for All Handicapped Children Act of 1975. This landmark legislation assures that all handicapped individuals ages 3-21 will receive a free and appropriate public education designed to meet their individual and unique educational needs. Among other provisions, the law requires parent involvement, nondiscriminatory evaluation, due process procedures, and the placement of handicapped students in the least restrictive environment. IEPs are the vehicle for establishing an appropriate educational program for each handicapped learner. The IEP is the basic document used to design, implement, and evaluate the educational services a child receives.

A wide variety of handicapped students are, and will be, served in vocational education programs. Specifically, handicapped students are those individuals who

> require special education and related services: special education is the specially designed instruction to meet the child's unique needs; and related services are those additional services necessary in order for the child to benefit from special educational instruction. (Torres, 1977, p. 4)

Several types of handicapped students are served in the nation's schools. PL 94-142 and Title II of the Education Amendments of 1976 (PL 94-482) both define the handicapped population to include the

> mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who, by reason thereof require special education and related services. (Ballard, 1978)

The number of students with these handicapping conditions varies considerably. Some handicaps are more prevalent than others. Figure 1 indicates the percentage of school-age children (ages 5-17) generally regarded as having various handicaps.

Figure 1. INCIDENCE LEVEL OF VARIOUS TYPES OF HANDICAPS

| Handicapping Condition | Incidence (% of school-age population) |
|---|---|
| Speech Impaired | 3.5 % |
| Mentally Retarded | 2.3 |
| Learning Disabled | 3.0 |
| Emotionally Disturbed | 2.0 |
| Orthopedically Impaired | 0.5 |
| Deaf | 0.075 |
| Hard of Hearing | 0.5 |
| Visually Handicapped | 0.1 |
| Other Health Impaired | 0.06 |
| TOTAL | 12.035 % |

Source: Halloran, W. E. "Handicapped Persons: Who Are They?" American Vocational Journal 53 (1978): 30-31.

Handicapped students must meet two criteria to be considered eligible for services and an IEP. First, it must be determined that the student has one or more of the handicaps (disabilities) listed in Figure 1. Second, it must be determined that, because of the disability, the student requires special education and/or related services. Not all students with a disability require special education; many are able to succeed in regular vocational classes without any specialized assistance or program modifications.

## The Individualized Education Program (IEP)

A written individualized education program contains several key concepts.

- o Individualized means that the written program describes the educational needs and services for one person, not a class or group of students.
- o Education specifically refers to special education and related services--those elements of the handicapped child's education that require specially-designed instruction to meet the unique needs of the handicapped person. It is important to note that Federal regulations define "specially-designed vocational education" as one type of special education (Federal Register, August 23, 1977, p. 42480).
- o Program means a written statement of what will actually be provided the individual who is handicapped, as distinct from a plan that provides guidelines from which a program must subsequently be developed (Ballard, 1978).

The law specifies several basic components of an IEP. These include:

- o A statement of the present levels of educational performance of the student
- o A statement of annual goals, including short term instructional objectives for each student, and the extent to which the student will be able to participate in regular educational programs/services
- o Appropriate objective criteria and evaluation procedures and schedules for determining, at least on an annual basis, whether instructional objectives are being achieved

## Cooperative Planning

The successful development and implementation of an IEP requires a great deal of cooperative effort. While the law requires that only four persons be involved in the preparation of the IEP (i.e., the parent(s) or guardian(s), the child's teacher(s), a representative of the local education agency providing the special education services, and whenever appropriate, the child), it is good educational practice that others be involved frequently. Figure 2 illustrates the types of personnel often involved in IEP planning for a handicapped student placed in a vocational program.

Figure 2. SUGGESTED IEP PARTICIPANTS FOR A STUDENT PLACED IN VOCATIONAL EDUCATION

| Suggested IEP Meetings / Suggested Participants | 1 Preliminary Staffing | 2 Official IEP Planning Meeting | 3 IEP Implementation and Monitoring Meeting(s) | 4 IEP Revision and/or Evaluation Meeting(s) |
|---|---|---|---|---|
| Parent(s)/Guardian(s) | 0 | X | 0 | X |
| Special Education Administrator | 0 | X | 0 | X |
| Vocational Education Administrator | 0 | 0 | 0 | 0 |
| Psychologist | 0 | 0 | 0 | 0 |
| Educational Diagnostician | 0 | 0 | 0 | 0 |
| Special Education Instructor | 0 | X | 0 | X |
| Vocational Education Instructor (referring or receiving) | 0 | 0 | 0 | 0 |
| School Social Worker | 0 | 0 | 0 | 0 |
| Guidance Counselor | 0 | 0 | 0 | 0 |
| Student (in cases where appropriate) | 0 | X | 0 | X |
| Vocational Rehabilitation Counselor | 0 | 0 | 0 | 0 |
| Other Specialists (e.g., physical therapist, school nurse, curriculum specialist) | 0 | 0 | 0 | 0 |

X = Participation in the meeting is required by law
0 = Participation in the meeting is desirable

Note: In this figure, only meetings 2 and 4 are prescribed by PL 94-142. As the figure illustrates, however, it is considered good educational practice to conduct a series of meetings involving a number of cooperating personnel. It is vitally important that vocational teachers be involved in these meetings.

For effective cooperative planning to occur, a series of meetings involving these persons is critical. Once a student is referred and evaluated as needing special education or related services, a preliminary staffing is usually conducted. The purpose of this session is to review and discuss appropriate assessment information describing the nature and extent of the student's learning problem and his/her present level of functioning. Possible alternatives for placement are discussed. Once a tentative placement is formulated, some annual goals for the student may be identified.

The results from the preliminary staffing may be recorded in a draft of the IEP to be shared with the parent(s) or guardian(s) at the IEP planning meeting. Generally, this is considered the official meeting as required by PL 94-142. In this session the parent(s) and school personnel (and in some instances, the student) discuss the evaluation and assessment information and the proposed placement and educational program. In some instances, vocational educators may be involved in this meeting if the situation or local policy so dictates. Vocational teachers may be asked to be present to describe the vocational education program to the parent(s). Throughout this meeting the parent(s) have the option to accept, reject, or request modifications in the proposed IEP.

Depending upon the outcome of the IEP planning meeting, any of several actions may be necessary to revise the IEP. Additional planning meetings of school personnel may be needed to outline specific short term instructional objectives and teaching plans and schedules. In cases where IEPs are to be revised, additional staffings may be needed to modify the suggested class placement.

Once the IEP has been completed and approved by all parties, it is to be implemented. Here again, several meetings of the IEP team are critical to successful implementation of the IEP. These meetings for implementation and monitoring involve following the learner's progress closely, changing and coordinating support services, and modifying the placement or learning environment as needed.

PL 94-142 requires that at least once a year parent(s) review the handicapped learner's progress and placement. Progress toward accomplishment of annual goals and objectives is carefully reviewed at this time. As an outcome of this meeting, plans are formulated for the IEP for the coming year.

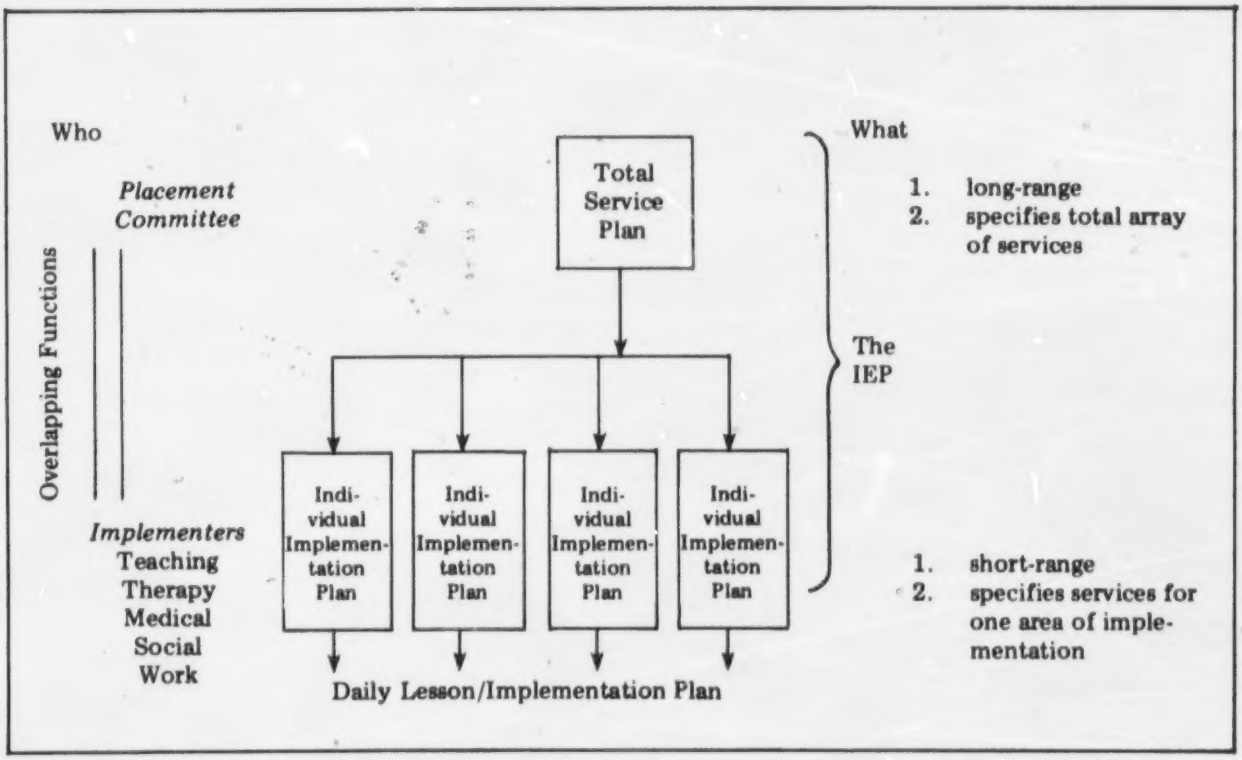
## Levels of IEP Development

Several models have been developed for writing IEPs. Many of these suggested formats for the IEP can be found in the list of references. The model proposed by the National Association of State Directors of Special

Education, Inc., suggests at least two distinct levels of IEP development. As Figure 3 illustrates, both a total service plan and several implementation plans need to be written. The total service plan outlines the annual goals and total placement, including all special services to be provided. More specifically, this section of the IEP includes:

- Areas of educational need/present levels of performance
- Long range/annual goals in order of priority
- The placement recommendation
- Special and support services to be provided
- Personnel responsible for IEP implementation

**FIGURE 3. LEVELS OF THE IEP**




Source: National Association of State Directors of Special Education, Inc. Functions of the Placement Committee in Special Education. Washington, DC: National Association of State Directors of Special Education, Inc., 1976, p. 28.

The more specific level of the model, the individual implementation plan, flows directly from the more general total services plan. Generally, an individual implementation plan is formulated for each annual goal in the student's IEP. Most mildly handicapped learners have at least one annual goal for their vocational education placement. The first section of the sample IEP in Appendix A illustrates an individual implementation plan for John, who has been placed in a food services program. Included in the individual implementation plan are:

- Short term instructional objectives
- Teaching procedures and materials for each objective
- Evaluation procedures
- Daily lesson plans
- Instructional task listings
- Additional information pertinent to effective instruction

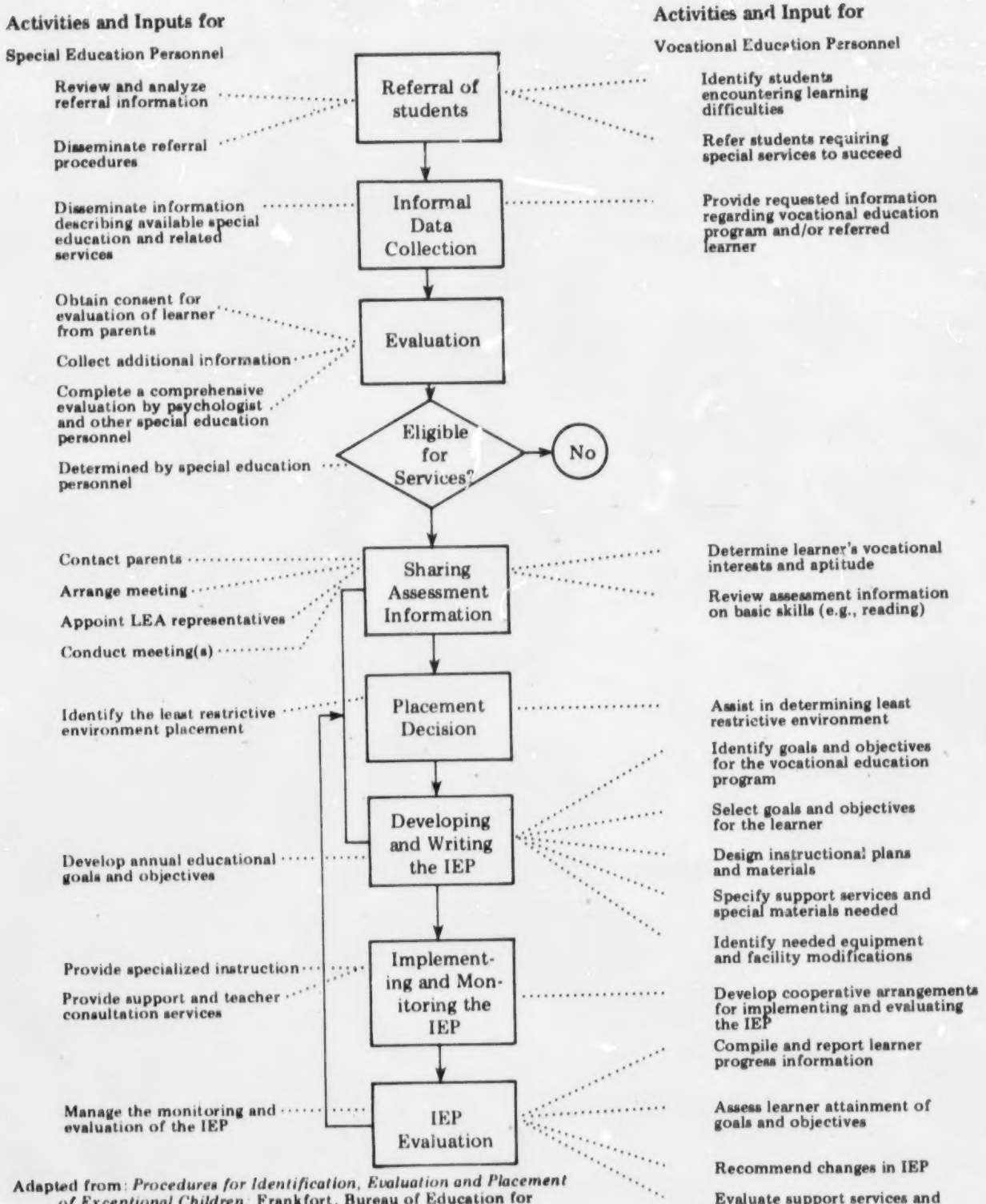
## IEP PROCESS MODEL

The remaining sections of this handbook focus upon an IEP process model. Figure 4 illustrates a general process model which outlines the activities that vocational educators engage in at various points in the preparation and implementation of an IEP. Also illustrated are the simultaneous activities that are the responsibility of special education.

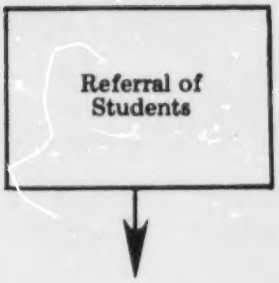
This process model is general in nature. It does not reflect many of the specific steps associated with the due process and evaluation and placement procedures required by federal and state statutes for the education of the handicapped. The purpose in presenting this model is to outline several effective and efficient strategies for developing IEPs that reflect "good educational practice" rather than the precise and complex procedures found in the legislation. The scope of the vocational educator's required activities will depend greatly upon the severity of the student's handicap and the amount of time the student will spend in the vocational education program.

Each of the following sections examines one step or phase of the process model in an outline format.

## FIGURE 4. IEP PROCESS MODEL


Activities and Inputs for
Special Education Personnel
Activities and Input for
Vocational Education Personnel
Review and analyze referral information
Disseminate referral procedures
Referral of students
Identify students encountering learning difficulties
Refer students requiring special services to succeed
Disseminate information describing available special education and related services
Informal Data Collection
Provide requested information regarding vocational education program and/or referred learner
Obtain consent for evaluation of learner from parents
Collect additional information
Complete a comprehensive evaluation by psychologist and other special education personnel
Evaluation
Determined by special education personnel
Eligible for Services?
No
Contact parents
Arrange meeting
Appoint LEA representatives
Conduct meeting(s)
Sharing Assessment Information
Determine learner's vocational interests and aptitude
Review assessment information on basic skills (e.g., reading)
Identify the least restrictive environment placement
Placement Decision
Assist in determining least restrictive environment
Identify goals and objectives for the vocational education program
Select goals and objectives for the learner
Design instructional plans and materials
Specify support services and special materials needed
Identify needed equipment and facility modifications
Develop annual educational goals and objectives
Developing and Writing the IEP
Provide specialized instruction
Provide support and teacher consultation services
Implementing and Monitoring the IEP
Develop cooperative arrangements for implementing and evaluating the IEP
Compile and report learner progress information
Manage the monitoring and evaluation of the IEP
IEP Evaluation
Assess learner attainment of goals and objectives
Recommend changes in IEP
Evaluate support services and assistance received

Adapted from: *Procedures for Identification, Evaluation and Placement of Exceptional Children*. Frankfort. Bureau of Education for Exceptional Children, Kentucky Department of Education, n.d.




## Overview

When a student is encountering difficulties in the classroom, he/she may be referred by the vocational education teacher, regular education teacher, counselors, parents, or an outside agency. In most districts the referral information is forwarded to the local director of special education for review and possible action.

## Activities of Vocational Education Personnel

- Identify students encountering learning, behavioral, social, physical, or communication difficulties
- Complete referral form(s) for students requiring special services to succeed in the vocational education setting

## Checklist

_____1. Do any of your students exhibit any of the following conditions which may require special services?

- Hearing problems
- Visual problems
- Reading, writing, or listening problems
- Computational problems
- Short attention span
- Inability to maintain interpersonal relationships
- Speech or communication problems
- Inappropriate social behaviors
- Physical limitations

_____2. Have you determined who is responsible for receiving and processing referral information?

_____3. Have you obtained copies of the referral forms and procedures?

_____4. Have you attended informational meetings to become familiar with your district's referral procedures and special education resources?

_____5. Have you attended inservice training sessions on procedures and techniques for identifying handicapped learners?

_____6. Do you currently have a student(s) enrolled in your class(es) that might require special education services?

_____7. If yes to question 6, have you completed the necessary forms and procedures?

_____8. Have you followed up to determine what action was taken?

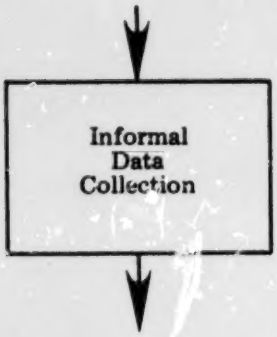
References/Resources


- Local education agency referral forms and identification criteria/guidelines.

- Albright, L. et al. "Guide 2--Procedures for Identifying Students with Special Needs." In A System for Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education. Urbana, IL: University of Illinois, Bureau of Educational Research, 1978.
  Source: Curriculum Publications Clearinghouse, 76B Horrabin Hall, Western Illinois University, Macomb, Illinois 61455.

- Phelps, L.A. Instructional Development for Special Needs Learners--Module 1: Learner Identification and Analysis. Urbana, IL: University of Illinois, Department of Vocational and Technical Education, 1976.
  Source: Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students, Turner Hall, Illinois State University, Normal, Illinois 61761.

- Kay, E. R.; Kemp, B. H.; and Saunders, F. G. Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. Washington, DC: U. S. Department of Health, Education, and Welfare, 1973.




Overview

Following a preliminary review of the referral information, the local director of special education or his/her representative will begin collecting additional information. This individual must determine, on a preliminary basis, the type and extent of special services that may be required to serve the student. At this point the parent(s) are contacted for permission to test and evaluate the child further. Any or all of the student's present teachers may be asked to contribute informal assessment or progress information.

Activities of Vocational Education Personnel

- Provide requested information regarding the vocational education program/class and/or the referred student

Checklist

___1. Are you familiar with the individual(s) in your district responsible for collecting informal data on handicapped students?

___2. What types of information or data do you have that suggest this student needs additional services?

- Standardized test scores
- Work evaluation results
- Attendance record
- Progress evaluation reports
- Results from diagnostic testing done on students
- Behavioral observation data

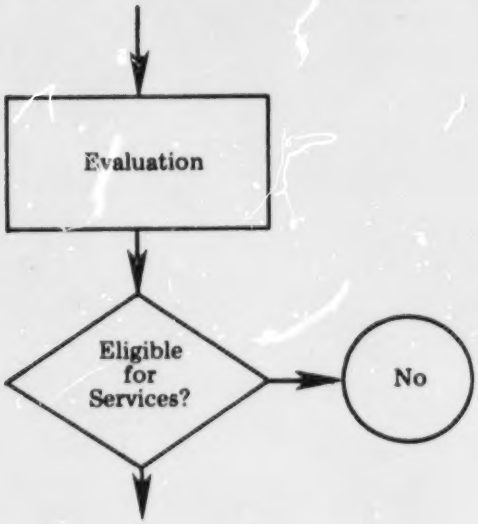
____3. Have all pertinent data been forwarded to the person responsible?

____4. If additional information about your vocational program/class is desired, can you make available any or all of the following?

- o Course description
- o Course outline
- o Instructional goals and objectives
- o Admission requirements
- o Desirable vocational aptitudes and interests
- o Instructional materials used by students

References/Resources

- o Materials describing the vocational education program and/or courses.
- o Torres, S., ed. A Primer on Individualized Education Programs for Handicapped Children. Reston, VA: The Foundation for Exceptional Children, 1977.
- o Deno, S., and Mirkin, P.K. Data-Based Program Modification: A Manual. Reston, VA: Council for Exceptional Children, 1977.




Overview

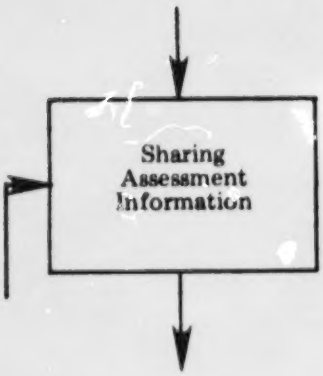
Once the parents have approved the proposed evaluation of their child, the evaluation can then be undertaken. This process is generally conducted by a certified school psychologist. The nature and extent of the evaluation will depend upon the student's disability. Potentially, a large number of specialists could be involved, including audiologists, work evaluators, physicians, and optometrists, as well as several others. The overall purpose is to determine the student's present level of performance and capability in several areas. This information will then be used in planning the IEP if the student is considered eligible for services. Parents have the right to review all of the data collected through any evaluation activities.

Activities of Vocational Education Personnel

These functions are primarily the responsibility of special education personnel. In most school districts, the local director of special education is totally responsible for these processes.

References/Resources


- National Association of State Directors of Special Education, Inc. Functions of the Placement Committee in Special Education. Washington, DC: National Association of State Directors of Special Education, Inc., 1976.
- Higgins, J.P. "Present Level(s) of Performance and Assessment: Some Basic Considerations." In S. Torres, A Primer on Individualized Education Programs for Handicapped Children. Reston, VA: The Foundation for Exceptional Children, 1977.




## Overview

Once a student is determined to be eligible for services, the development of the IEP is initiated. The first phase of this process involves sharing information about the types of educational problems the student is encountering. Essentially, this means determining the student's present level of performance in several areas, such as academic skills, social skills, and prevocational and vocational skills. The sharing of assessment information generally occurs when a tentative placement in a vocational education class is being considered, or when the current vocational education program needs modification. Sharing assessment information provides an opportunity for the instructional team to meet and to discuss the student's performance level and potential.

## Activities of Vocational Education Personnel

- Review assessment information describing the learner's basic skills (e.g., reading, math)
- Determine the learner's specific vocational interests and aptitudes

## Checklist

_____1. Have you reviewed the student's cumulative folder for the following types of information?

- Reading and math achievement scores
- Previous vocational or prevocational classes taken
- Work or vocational evaluation results
- Vocational interest inventory results
- Other pertinent information

_____2. Have you met with the student's former teachers to discuss his/her progress?

_____3. Have you met with other resource personnel who can provide additional vocational information about the student?

- o Parent(s) or guardian(s)
- o Guidance counselors
- o School psychologist
- o School nurse
- o Principals
- o Referring teachers
- o School social workers
- o Other specialists

_____4. Have you identified organizations or agencies in the community (e.g., sheltered workshops, community colleges) where vocational testing and evaluations could be conducted?

_____5. Do you have sufficient information to describe the student's learning style?

References/Resources


- o Albright, L. et al. A System for Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education. Urbana, IL: University of Illinois, Bureau of Educational Research, 1978.

- o Pennsylvania Department of Education. An Introduction to Individualized Education Program Plans: Guidelines for School-Age IEP Development. King of Prussia, PA: Pennsylvania Department of Education, National Learning Resource Center of Pennsylvania, 1978.

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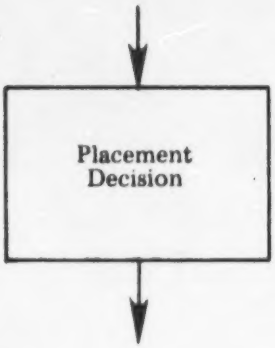


## Overview

Decisions regarding the specific programs, or classes, and services for the handicapped student are made after the essential assessment information is reviewed. Vocational education teachers play an important role in this process by describing the nature and content of their courses. In order to arrive at the best placement for the student, special education administrators, teachers, and parents need to be aware of the prerequisite skills, mechanical aptitudes, dexterities, coordination, strength, reading level, and other aptitudes required of any student entering the specific vocational program. This information is then matched against the student's characteristics and educational needs. From this analysis an appropriate decision can be made regarding whether or not the student should be placed in a specific vocational program. In addition, the types of support services needed for the student and vocational teacher can be easily identified.

In some cases, students will have already been identified and placed in a vocational education program. In order best to serve the previously identified student, information will be required by the teacher to assess the student's present level of functioning. Existing data may be found by examining the student's child study folder and by informally talking with the parent(s), teachers, psychologists, or other professionals who have knowledge of the skills and aptitudes of the student.

Vocational education can be provided in a number of different settings or environments, such as regular vocational classes, special vocational classes for handicapped students, or special schools. Based upon the student's level of functioning he/she will be placed in the "least restrictive" and most appropriate environment.

## Activities of Vocational Education Personnel

- Assist in determining the least restrictive environment for the student

Checklist

_____1. Have you considered and discussed the appropriateness of the specific vocational program for this student?

_____2. To what extent have all vocational education and training alternatives been examined by the team?

_____3. If the student is to be placed in a regular vocational class what curriculum modifications may be needed?

_____4. To what extent may class size, equipment availability, and other factors limit the amount of individualized attention this student receives?

_____5. Are the parents supportive of the proposed vocational education class?

_____6. If a student has already been placed in a regular vocational class, have you examined existing data on the student to determine present levels of functioning?

_____7. For a previously identified handicapped student, have you reviewed his/her IEP and discussed his/her progress with the special education staff and parent(s)?

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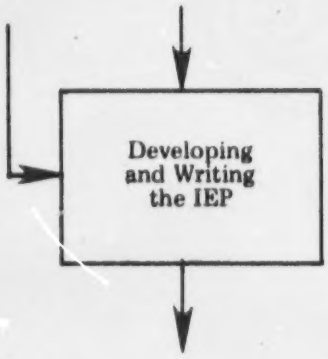


## Overview

Developing an IEP for a handicapped student, when done appropriately, is a team effort. The preparation of the total IEP is managed in most school districts by special education personnel. Vocational educators are responsible for that portion of the IEP that describes the instruction being received in the vocational education program. As noted earlier, vocational and special education teachers will be charged with writing an individual implementation plan for the vocational education instruction being received. This plan outlines the specialized vocational instruction being given to the student.

## Activities of Vocational Education Personnel

- Identify goals and objectives of the vocational education program
- Select appropriate goals and objectives for the handicapped students being served
- In cooperation with special education instructors, design instructional plan and procedures for the student
- Specify support services and special materials needed
- Identify facility and/or equipment modifications that may be necessary

## Checklist

____1. Are the goals and performance objectives for the regular vocational program available for review by the parent(s), special education staff, and others?

_____2. Have the program goals and objectives been reviewed by the parent(s), special education personnel, and other support staff?

_____3. To what extent have special educators and the parent(s) been involved in selecting or identifying appropriate vocational education goals and objectives for the student?

_____4. Do the selected goals and objectives match the student's interests and capabilities?

_____5. Are the goals and objectives written in measurable terminology with clearly stated criteria for successful performance?

_____6. Have special education and other resource teachers and consultants been involved in outlining the instructional plans and learning experiences for the handicapped student?

_____7. Are the necessary support services available to insure that this student will receive maximum benefit from the vocational education program? Some of the following services may be appropriate:

- o Special or vocational counseling
- o Readers/interpreters
- o Remedial instruction
- o Instructional aids/tutors
- o Educational testing and diagnosis
- o Special transportation
- o Special equipment
- o Modification of equipment
- o Social work and family counseling

_____8. To what extent are all members of the instructional team aware of the IEP plans for each class in which the student is enrolled?

_____9. Is there a systematic plan to coordinate and integrate various instructional activities (e.g., team teaching math and measurement skills as needed in the vocational class)?

_____10. Have all needed modifications (e.g., lab equipment, instructional materials, facilities) been completed for this student?

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- Individualized Education Programs for Handicapped Children. Filmstrip 1, "Fulfilling the Promise." A filmstrip-cassette series. Reston, VA: The Foundation for Exceptional Children, n.d.


Instructional Objective Sources


- V-TECS catalogs of vocational education performance objectives. (Consult your state director of vocational education for information regarding these materials.)
- Reynolds, M.L. et al. Vocational Education Special Education Cluster Guide Series. Mt. Pleasant, MI: Central Michigan University, 1974.
- Vocational education curriculum guides.
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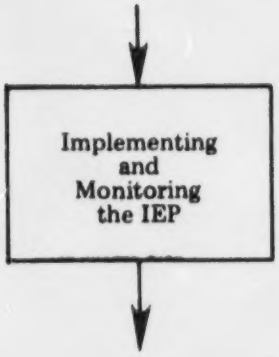


## Overview

The most critical phase of the process is implementation. As vocational instructors begin to teach special needs students, it may be necessary to modify plans or services described in the IEP. To provide handicapped learners with useful vocational instruction, the vocational and special education teachers must meet regularly to discuss progress, problems, and other factors affecting student performance.

## Activities of Vocational Education Personnel

- Participate in team teaching and other cooperative arrangements to insure that the vocational instruction is meeting the handicapped learner's needs
- Compile and share learner progress information on a regular basis

## Checklist

_____1. Do you have a directory of resource people to contact for specialized assistance in working with handicapped students? Such a directory might list:

- Vocational rehabilitation specialists/counselors
- Special education consultants (e.g., speech therapists, resource room teachers, mobility consultants)
- Work adjustment counselor
- Work-study or co-op coordinators
- Mental health agency
- State agencies for the blind and deaf
- U.S. Employment Service
- Community agencies (e.g., Opportunities Industrialization Centers, Goodwill Industries)

- Business, industry, and labor groups
- Civic and special interest organizations (e.g., service clubs)
- Parent organizations (e.g., local chapters of National Association of Retarded Citizens, Association for Children with Learning Disabilities)

_____2. Do you fully understand the role that the vocational education program plays in this student's IEP?

_____3. Is there additional information you need to gather about the student during the early phases of implementing the IEP?

_____4. Have you established dates or a schedule for meeting with other teachers involved in the IEP to review the student's progress?

_____5. Have you discussed with the special education staff the specific types of evaluation data you should be collecting on this student (e.g., behavioral information, attendance, attitude development, classroom achievement)?

_____6. Are there standard forms used to compile this or other evaluative information?

_____7. What resources are available to assist in testing the handicapped student (e.g., resource consultants that can read or tape record written material for the student)?

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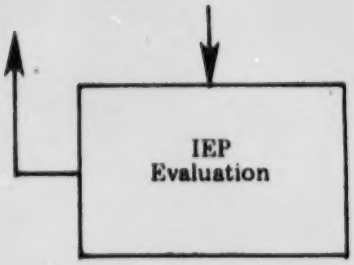


Overview

PL 94-142 requires that the progress made by the student toward the IEP goals and objectives should be reviewed at least annually. Good educational practice, however, suggests that summary evaluations be made more frequently. At the end of marking periods, or at other appropriate intervals, several factors need to be evaluated. Evaluations are needed to summarize the achievements of the handicapped student in relationship to the IEP goals and objectives. In addition, evaluative information can be used for revising the placement or support services provided. In some instances this may result in changes in class or teacher assignments. As vocational and special education teachers conduct summary evaluations they also should discuss how the IEP planning and teaching process they used can be improved.

Activities for Vocational Education Personnel

- Assess learner attainment of vocational education goals and objectives
- Recommend changes in the IEP (e.g. goals, objectives, support services)
- Evaluate the support services and assistance received

Checklist

____1. To what extent has this student attained the objectives and goals stated in the vocational education section of his/her IEP?

____2. Have precautions been taken to insure that the student was appropriately tested (e.g., reading level of tests were at or below his/her reading level)?

____ 3. Overall, what is the student's level of employability?

____ 4. Has a profile been prepared illustrating the student's strengths and weaknesses in various areas? Areas included in the profile might encompass:

- o Job skills
- o Job readiness
- o Work habits
- o Social skills
- o Dexterity and strength
- o Communication (reading, writing, speaking)
- o Quantitative and math skills
- o Occupational interests

____ 5. Have meetings been held or planned for the IEP team to compile evaluative information into a composite report?

____ 6. To what extent were the support services the student received adequate and effective?

____ 7. Were the support services that you received adequate and effective?

____ 8. What changes need to be made in the student's IEP (objectives, support services, placement)?

____ 9. What plan(s) have been developed to follow up handicapped students leaving the vocational education program to learn more about their transition from school to work?

References/Resources


- o Albright, L. et al. "Guide 7--Monitoring the Student's Individualized Vocational Plan." In A System for Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education. Urbana, IL: University of Illinois, Bureau of Educational Research, 1978.

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## SUMMARY

This handbook has presented general information describing the purpose and scope of the requirement for individualized education programs (IEPs) found in PL 94-142. A process model for developing IEPs is discussed in detail. The challenge that vocational education faces in developing and implementing IEPs for handicapped students is complex indeed. Making IEPs useful and functional for vocational teachers, special education teachers, parents, and employers is of the utmost importance. The ideas presented in this handbook represent a general blueprint for action. Readers are urged to take the information and strategies presented here and apply them to their local situation. Only by fitting these concepts into local policies and daily interactions with handicapped students will IEPs become a valuable tool for vocational educators.

## NEXT STEPS

The effective mainstreaming of handicapped and other special needs learners into vocational education classes requires considerable expertise on the part of the teacher. This handbook presents only baseline knowledge about the IEP process. The following are suggested next steps for vocational education teachers, coordinators, administrators, and counselors:

- Meet with your local director of special education to learn more about the policies, procedures, and handicapped students in your school district.
- Obtain and review some of the documents listed in the references. There are several professional texts that are now commercially available that provide a wealth of information on handling special needs students in vocational education programs.
- Discuss with your fellow teachers and administrators the need for inservice training sessions related to the handicapped student in vocational education.
- Make a special effort to attend sessions focusing on special students at upcoming regional and state vocational education conferences.
- Contact a nearby university and request information regarding courses that emphasize serving special needs students in vocational education.
- Write to your state directors of vocational education and special education to request guidelines, publications (such as a state IEP manual), and other available materials that would be helpful in meeting the needs of handicapped students enrolled in vocational education classes.

## APPENDIX A: SAMPLE INDIVIDUALIZED EDUCATION PROGRAM PLAN

The following IEP was prepared for illustrative purposes. It describes the total service plan and includes one implementation plan for a student enrolling in a foods services program.

The forms used in this example are from the Pennsylvania Department of Education's IEP manual developed by the National Learning Resource Center of Pennsylvania. The IEP in this handbook is adapted from a model prepared by Mr. Mike Lynes and support staff at the Berks Vocational-Technical School East in Berks County, Pennsylvania.

## INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: John

Grade/Program: Senior High/Learning Disability Program

Birth Date: May 20, 1963

Teacher(s): Mr. Jerry Jerski

Present Date: June 14, 1979

School: Berks Vocational-Technical School East

| Primary Assignment(s): | Date Started | Expected Duration of Service | Special Media or Materials |
|---|---|---|---|
| Learning Disability Program | 9/10/78 | Until June, 1980 | Tutorial services are necessitated by the fact that John is expected to assume the same responsibilities as any Food Services student. |
| Food Services | 9/24/78 | Until June, 1980 | |

Reason for Assignment(s): John is functioning far below grade level in the areas of math and reading. Learning Disability class placement will afford him the opportunity to receive intensive remedial instruction. John was placed in the Food Services Program as a result of the following factors: expressed interest in the area of food preparation and restaurant operation, demonstrated competency in the Singer Graflex Evaluation, and prescribed academic achievement in the Learning Disability Program.

Services:

| | | | |
|---|---|---|---|
| Physical Education | 9/8/79 | Until June, 1980 | |
| Transportation | 9/8/79 | Until June, 1980 | |
| | | | |
| | | | |

Dates for review and/or revision of the Individualized Education Program Plan: November 15, 1979; February 10, 1980; June 8, 1980

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: Mr. Jeff Jones/ Ms. Sally Smart

Instructional Area: Food Services

Annual Goal: To develop entry level skills in one or more food service occupations
Instructional Task: Interpret recipes

| SHORT-TERM OBJECTIVE | INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL) | EVALUATION OF INSTRUCTIONAL OBJECTIVES | |
|---|---|---|---|
| | | TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED | CRITERIA FOR SUCCESSFUL PERFORMANCE |
| Given the necessary tools, materials, equipment, and requisite knowledge, John will:<br><br>1) define specific nomenclature and vocabulary terms found in basic recipes:<br>a) weights<br>b) measures<br>c) directions<br>d) temperatures<br>e) ingredients<br><br>2) recognize the advantages of using standard food preparation recipes<br><br>3) accurately complete pre-cooking procedures, such as gathering ingredients, selecting pans, etc. | o Students compile list of unknown words through class discussion. Total class participation in looking up words.<br><br>o Students role play action words (i.e., beating).<br><br>o Students review Betty Crocker booklets and text.<br><br>o Teacher assigns text review materials.<br>Materials<br>"Commercial Recipes"<br><br>"Food Preparation Booklets"<br><br>Food Services text | 1) Teacher-produced test<br><br>2) Teacher-directed questioning<br><br>3) Performance on task | 1) John will be able to define nomenclature and vocabulary terms with 90% accuracy.<br><br>2) John will be able to indicate verbally, with 100% accuracy, the advantages of using standard food preparation recipes.<br><br>3) John will perform the task without verbal or physical assistance with 100% accuracy. |

DIRECTIONS: Using as many pages as necessary describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

| | |
|---|---|
| Academic Achievement | Prevocational Skills |
| Emotional Maturity | Vocational Skills |
| Self-Help Skills | Psychomotor Skills |
| Social Adaptation | Other |

Results of the Metropolitan Achievement Test indicate that John is having difficulties in both reading and math skills. Concerning reading skills, John can understand words more proficiently than he can use them in either written or oral communication. Concerning math skills, John can compute more proficiently than he can solve problems. It should be noted, however, that this may be due in part to difficulty in reading problems. Math problems may have to be tape recorded or verbalized to John. It can be concluded that academic problems were primarily due to a reading difficulty.

Results of the Social and Prevocational Information Battery indicate that John possesses competent job behavior, job search, health care, hygiene and grooming, functional signs, and home management skills but is deficient in purchasing habits, budgeting, and banking. His academic curriculum will need to be concerned with these three deficient prevocational areas.

Results of the Singer Graflex Vocational Evaluation indicate that John possesses the physical skills necessary to perform vocational tasks competently but is lacking in skills involving self-motivation such as attention span, initiative, frustration tolerance, and care in handling. Placement in a vocational area of interest is recommended so that John may develop self-motivation.

Results of the Pennsylvania Bi-Manual Worksample indicate a skillful performance in assembly and an extremely fast and accurate performance in disassembly.

Results of the Singer Picture Interest Inventory and the Vocational Interest, Experience, and Skill Assessment indicate various areas of vocational interest. John should be placed in a shop related to one of these expressed interest areas.

APPENDIX B[1]: DEFINITIONS

Due process hearings. The right of the student, parent, or guardian or surrogate to present complaints on any matter concerning the student's identification, evaluation or placement, or his/her right to a free public education. If the parents, student, or guardian file a complaint with an agency, they are entitled to an opportunity for an impartial hearing conducted by the agency, as determined by state law or the State Educational Association (SEA).

Individualized education program. A written statement for each handicapped child developed in any meeting by (a) a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, (b) the teacher, (c) the parent(s) or guardian(s) of such child, and (d) whenever appropriate, such child. The statement shall include: (a) a statement of the present levels of educational performance of such child; (b) a statement of annual goals, including short term instructional objectives; (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs; (d) the projected date for initiation and anticipated duration of such services; and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Intermediate educational unit (IEU). Any public authority, other than a local educational agency, that (a) is under the general supervision of a state educational agency, (b) is established by state law for the purpose of providing free public education on a regional basis, and (c) provides special education and related services to handicapped children within the state.

Least restrictive environment. An educational placement that is determined individually for each exceptional child, the placement being as close as possible to the regular class setting. This concept recognizes that handicapped children have a wide range of educational needs for which a variety of placements are required. Also referred to as least restrictive alternative (LRA).

Local educational agency (LEA). A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, township,

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[1]Abstracted from: Davis, S., and Ward, M. Vocational Education of Handicapped Students: A Guide for Policy Development. Reston, VA: Council for Exceptional Children, 1978.

school district, or political subdivision of a state or any other public educational institution or agency having administrative control and direction of a vocational education program. (In this handbook, this term also includes intermediate educational units.)

Mainstreaming. A belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each child should be educated in the least restrictive environment in which that child's educational and related needs can be satisfactorily met. The concept of least restrictive environment recognizes: (a) that exceptional children have a wide range of special education needs that vary greatly in intensity and duration; (b) that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; (c) that to the maximum extent appropriate, exceptional children should be educated with nonexceptional children; and (d) that special classes, separate schooling, or other removal of an exceptional child from education with nonexceptional children should occur only when the intensity of the child's special education and related needs are such that they cannot be satisfied in an environment including nonexceptional children, even when supplementary aids and services are provided.

Nondiscriminatory testing. The SEAs and LEAs must establish procedures to assure that testing and examination materials and procedures used for evaluating and placing handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Each SEA and LEA must provide and administer such materials or procedures in the child's native language or mode of communication unless it is clearly not feasible to do so. Finally, no single procedure may be the sole criterion for determining an appropriate educational program for a child.

Parent. The handicapped child's natural parents, guardian, or parent surrogate designated responsible for making decisions for the handicapped child.

Related services. Transportation and such developmental, corrective, and other supportive services as may be required to help a handicapped child benefit from special education. Such services may include, but are not limited to, speech pathology and audiology, psychological identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Special Education. Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. "Special education" includes speech pathology or any other related service if that service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards. Vocational education, if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, is also considered to be "special education."

Supportive services. A term used in vocational education to refer to services similar to those provided by special education under related services.

Vocational assessment center. A centralized locale for the administration of a comprehensive program of vocational assessment including standardized or locally developed tests (e.g., nonverbal manipulative, aptitude, interest, personality) and work and job samples.

Vocational education. Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. The nine vocational areas identified by the U.S. Office of Education are agriculture, distributive education, health occupations education, occupational home economics, consumer and homemaking education, office occupations, technical education, trade and industrial occupations, and industrial arts.

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